**Enhancing Professional Practice: A Framework for Teaching**

The Framework for Teaching serves as the basis for the PDE 426 (Pennsylvania Semi-Annual Employee Evaluation Form for Instructional I Teachers) and the PDE 427 (Pennsylvania Instructional I to Instructional II Assessment Form).

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| **Domain 1 – Planning and Preparation** | **Domain 2 – Classroom Environment** |
| * Components define how a teacher organizes the content that students are to learn – how the teacher designs instruction. * Those who excel: design instruction that reflects an understanding of the content and important concepts and principles within it; include sound assessments; design age-appropriate instruction. * Skills are demonstrated through the plans that are prepared and through the implementation of those plans in the classroom. * **Components in Domain 1 – Planning and Preparation**   + 1a. – Demonstrating knowledge of content and pedagogy.   + 1b. – Demonstrating knowledge of students.   + 1c. – Selecting instructional goals.   + 1d. – Demonstrating knowledge of resources.   + 1e. – Designing coherent instruction.   + 1f. – Assessing student learning. | * Instructional interactions that occur in a classroom. * Those who excel: consider students as real people with interests, concerns, and intellectual potential; don’t forget their role as adults; know their authority with students is grounded in knowledge and expertise; are in charge but are someone who will protect, challenge, and permit no harm to students. * Skills are demonstrated through classroom interactions. * **Components in Domain 2 – Classroom Environment**   + 2a. – Creating an environment of respect and rapport.   + 2b. – Establishing a culture for learning.   + 2c. – Managing classroom procedures.   + 2d. – Managing student behavior.   + 2e. – Organizing physical space. |
| **Domain 3 – Instruction** | **Domain 4 – Professional Responsibilities** |
| * Actual engagement of students in content. * Those who excel: create excitement about the importance of learning and the significance of their content; care deeply about their subject; have students engaged in meaningful work that carries significance beyond the next test; organize and present content in a way that motivates students to excel. * Skills are demonstrated through classroom interactions. * **Components in Domain 3 – Instruction**   + 3a. – Communicating clearly and accurately.   + 3b. – Using questioning and discussion techniques.   + 3c. – Engaging students in learning.   + 3d. – Providing feedback to students.   + 3e. – Demonstrating flexibility and responsiveness. | * Encompass the roles assumed outside of and in addition to those in the classroom with students – from reflection to contributions to the school and community to contributions to the profession. * Those who excel: highly regarded by colleagues and peers; serve student interests and the larger community; are active in professional organizations, in the school, in the district. * Skills are demonstrated through interactions with colleagues, families, other professionals and the larger community. * **Components in Domain 4 – Professional Responsibilities**   + 4a. – Reflecting on teaching.   + 4b. – Maintaining accurate records.   + 4c. – Communicating with families.   + 4d. – Contributing to the school and the district.   + 4e. – Growing and developing professionally.   + 4f. – Showing professionalism. |